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ABSTRACT

This guide provides information for policy leaders who need to develop or revise action plans aimed at improving learning environments for an increasingly diverse student clientele. The self-assessment is organized into three sections. The first section introduces the self-assessment, defines key terms, discusses the conceptual framework that organizes the questions, and provides suggestions for using information from the assessment. The second section includes four sets of questions that state and campus officials can use to collect and organize information about the impact of state policies and practices on campus efforts to improve quality and diversity. The final section presents 12 sets of questions that are designed to help campus leaders collect and organize information about the impact of campus policies and practices on the learning environment as it is experienced by faculty and students. Appendices include lists of other publications and resources, a sample survey format, and a 1990 list of the members of the National Task Force for Minority Achievement in Higher Education. Contains a 10-item bibliography. (GLR)

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Improving State and Campus Environments for Quality and Diversity

A Self-Assessment

by

Richard C. Richardson Jr.
Dewayne A. Matthews
Joni E. Finney

Education Commission of the States

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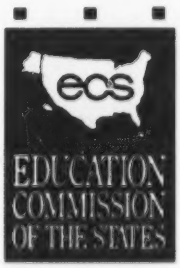
IMPROVING STATE AND CAMPUS ENVIRONMENTS FOR QUALITY AND DIVERSITY:

A SELF-ASSESSMENT

by

Richard C. Richardson Jr.
Dewayne A. Matthews
Joni E. Finney



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In addition, many of South Carolina's campus and state leaders provided significant input in developing the self-assessment. Fred R. Sheheen, commissioner, and Julia E. Wells, coordinator of access and equity for the South Carolina Commission on Higher Education, invited ECS to participate in its 7th Annual Conference on Access and Equity. At this conference, we received helpful comments and suggestions from many campus leaders about the content and possible use of the instrument.

Winthrop University of South Carolina provided substantial support in the field test of the self-assessment. We are grateful to President Anthony DiGiorgio for his willingness to "experiment" on Winthrop, an excellent example of a campus committed to both quality and diversity. We are especially grateful to Frank Ardaiolo, vice president for student life, for chairing the field-test steering committee. Other steering committee members who gave their time and expertise assisting ECS in the field test were: David Belton, assistant to the president for affirmative action; Betsy Brown, assistant to the vice president for academic affairs; and Reid Johnson, professor of psychology. Finally, we would like to thank all the faculty, staff and students at Winthrop who served on task forces, answered questions and met with ECS to provide feedback and suggestions.

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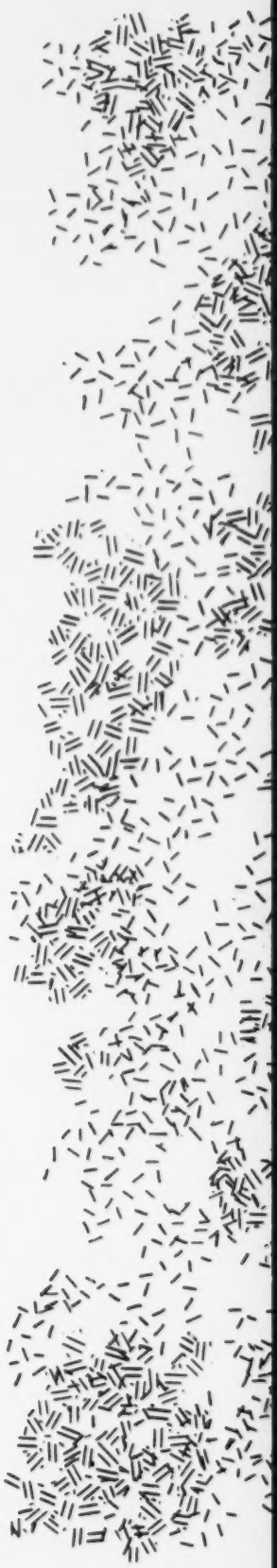
Joni E. Finney
Project Director



I. INTRODUCTION

Purpose and Organization

This guide was written to provide policy leaders with information needed to develop or revise action plans aimed at improving learning environments for an increasingly diverse student clientele. The self-assessment is organized into three sections. The first section introduces the self-assessment, defines key terms, discusses the conceptual framework that organizes the questions and provides suggestions for using information from the assessment. The second section includes four sets of questions that state and campus officials can use to collect and organize information about the impact of state policies and practices on campus efforts to improve quality and diversity. In the third section, 12 sets of questions are provided to help campus leaders collect and organize information about the impact of campus policies and practices on the learning environment as it is experienced by faculty and students.

Because state policies provide the overall framework for issues related to achieving campus diversity, the most useful planning information comes from an assessment of both state and campus environments. However, the last two sections of the guide can be used independently of the other. It is suggested that campuses collect data from state policy officials as part of any evaluation of the campus environment. Similarly, the campus perspective is critical to any useful evaluation of state policy and planning.

The term "*diversity*" in the self-assessment refers to differences among students that affect chances for success in an academic program or institution. Examples of diversity that influence the way a student experiences a learning environment include:

1. African-American, Latino or Native American students enrolled in historically Anglo colleges and universities.

2. First-generation college students of any race or ethnicity.

3. Students whose previous academic preparation is a poor match for campus expectations. Such students are also referred to in this document as *underprepared*.

4. Women enrolled in historically male programs or institutions.

5. Older adults attempting to earn degrees while concurrently managing employment and family responsibilities.

6. Students with developmental or physical handicaps.

These categories are not mutually exclusive. Students are at risk to the extent that they differ from the clientele a campus typically serves.

"*Quality*" refers to the degree to which an institution's aspirations and its performance are one and the same. To assess quality, the campus must have a vision of what it wishes to become as well as a set of standards against which performance can be measured. In advancing suggestions for using the self-assessment, the following four assumptions are made:

1. The campus has a vision of what it hopes to become.

2. Strategic planning is used to translate the vision into measurable objectives and to pursue continuing improvements in quality.

3. Current objectives include an emphasis on responding to student diversity while maintaining or improving the quality of undergraduate education.

4. The campus maintains high expectations for student performance (quality should not be improved by lowering standards; diversity is not incompatible with high standards of student performance).

The absence of any of these four conditions will limit the value of the self-assessment as a tool for improving quality.

"*Underrepresented*" as used in the self-assessment refers to any dimension of student diversity (as discussed on the previous page) that is less well represented on the campus than in the population from which the campus draws its student body. As a prerequisite to using the self-assessment, each state or campus should identify the student categories defined as underrepresented.

"*Minority*" has been used sparingly in the self-assessment because, in a growing number of cities and in some states, it is no longer clear to whom the term refers or what it means. In the self-assessment, the term refers to any student who attends a campus where a majority of the participants are of a different race or ethnicity.

Refer to Appendix A for a listing of additional publications and resources for using the self-assessment.

How Colleges and Universities Adapt to Student Diversity

Selective institutions may seek greater student diversity as part of a goal to enroll a student body reflective of the populations they serve. Open-door institutions may become more diverse because of changing demographics in their service area. All campuses may be encouraged or required to accommodate students previously unserved or underserved as a result of federal, state or governing board inducements or mandates. Regardless of the dimensions of student diversity, the more students differ from the clientele a campus has traditionally served, the less likely they are to graduate.

Research documents the process through which successful campuses adapt to serve a more diverse student body without relinquishing a commitment to rigorous academic standards. In a two-year study of the public, baccalaureate-granting colleges and universities, 10 states identified state and campus practices that explained why some colleges and universities got better results than others. While most historically white colleges and universities experienced declines in African-American participation and graduation rates during the 1980s, about 20% were able to improve both enrollment and graduation equity during this period. Institutions that improved diversity reported higher levels of administrative commitment, greater use of strategic planning, careful attention to institutional climate for underrepresented populations and greater emphasis on staff diversity. They also reported more extensive and systematic use of strategies to reduce barriers to participation, to help students achieve high expectations and to make learning environments more responsive to student diversity.[1]

Colleges and universities adapt to student diversity through three stages of activity. In the first, *barriers to participation are reduced.* Campuses improve participation rates through flexible admission practices, appropriate financial aid packages, transition programs and outreach to the public schools. Reducing barriers results in students who are different from the populations a campus has traditionally served. If campus climate and the learning environment remain unchanged, a more diverse student population will experience higher levels of attrition than more traditional counterparts.

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[1]An analysis of the survey results appears in Richardson, R.C. Jr. *Promoting Fair College Outcomes: Learning From the Experiences of the Past Decade*, Denver, CO: Education Commission of the States, 1991. The 10 states were California, Florida, Illinois, Massachusetts, New Jersey, New Mexico, Ohio, South Carolina, Tennessee and Texas.

In the second stage, *colleges and universities improve student retention by improving the campus climate and providing learning assistance to students who lack adequate preparation* to cope with the demands of the teaching and learning practices on campus. They also recruit a diverse faculty and administration, thereby providing advocates and role models for the new student populations. Strategies that help new students adjust to prevailing campus practices improve retention rates. They do not have a similar impact on graduation rates unless a campus is willing to change its teaching and learning practices in addition to changing students.

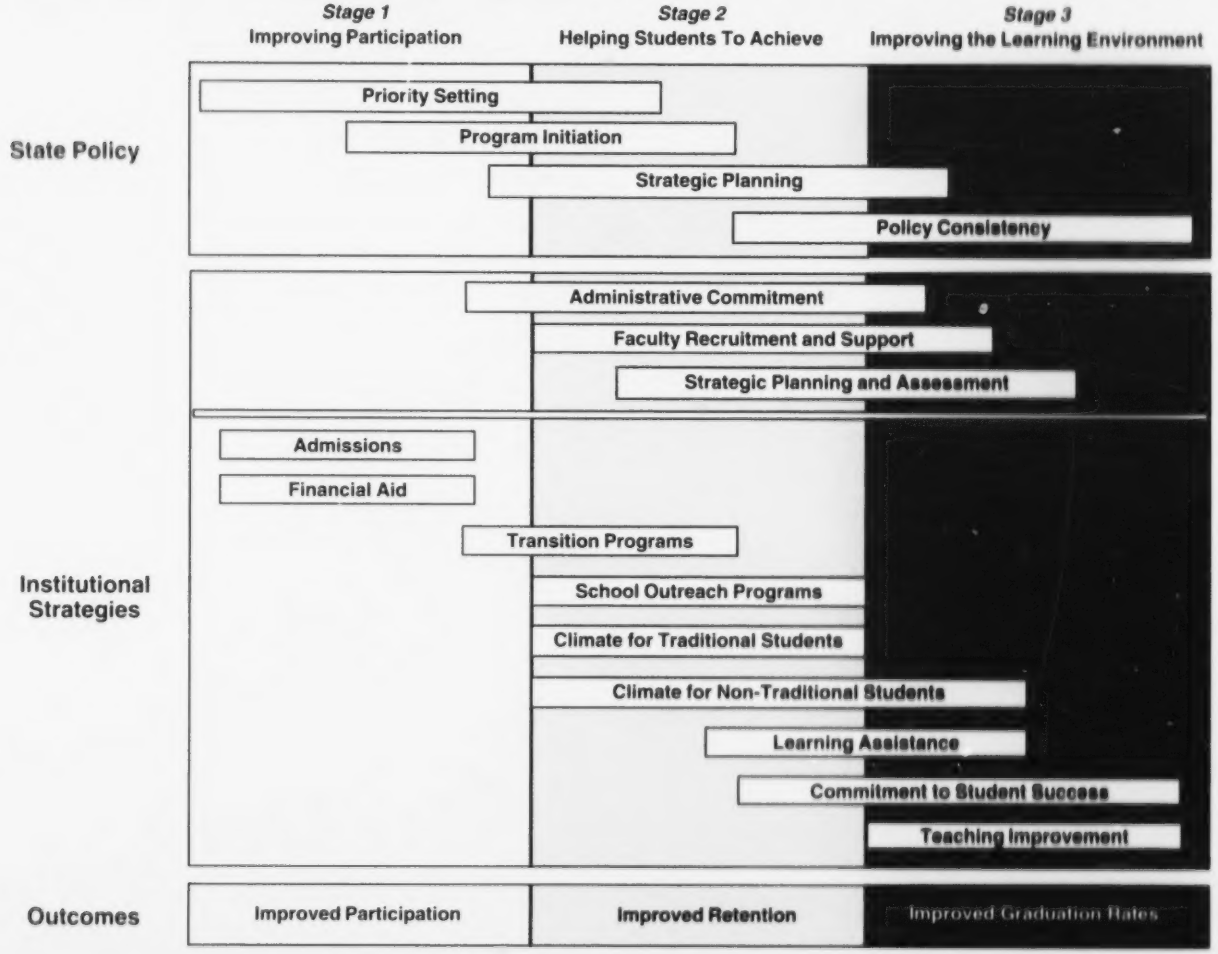
In the third stage, *faculty become involved in helping more diversely prepared students achieve academic success* in all majors. Improvements in undergraduate education benefit all students, but have their most significant impact on underrepresented populations who tend disproportionately to have the least comprehensive preparations. Strategies for improving achievement include student assessment programs, learning assistance opportunities and a commitment to student success through improved teaching.

Leadership is essential for campuses to adapt successfully to diversity. Achieving both quality and diversity requires a systematic combination of reducing barriers to participation, helping underprepared students achieve, and improving teaching and learning throughout all academic programs. All three stages must be addressed for diverse students to achieve at rates comparable to traditional students. The key strategies for each stage must be sustained in a design that emphasizes coordination and continuity. Leaders guide their colleges and universities through the process by exhibiting commitment, recruiting a more diverse faculty and administration, and emphasizing assessment and strategic planning.

State leaders are responsible for shaping the policy environment to support campus efforts to improve opportunities for a diverse student body. Public campuses face conflicting demands and scarce resources. They make the most progress toward improving quality and diversity when they receive direction and support from state policy leaders in the form of clear priorities, capacity-building programs, strategic plans and consistent policies.

The full range of state policies, administrative actions and campus strategies are summarized in the chart on page 5 according to the stages they affect and the outcomes they most directly influence. The map suggested by the chart organizes the questions appearing in Sections II and III of the self-assessment.

Achieving Quality and Diversity: A Model for State and Institutional Change



Suggestions for Using the Self-Assessment

Setting Standards and Assessing

The concept of assessment assumes the existence of standards against which current performance can be compared. Standards for colleges and universities should be developed in each state which reflect its traditions, values and population demographics. Such standards also should respect institutional differences in mission, selectivity and service-area demographics.

While each state should develop its unique set of standards, the self-assessment for quality and diversity proposes that *proportional participation rates and comparable graduation rates be included in the standards of every state.*[2]

Statewide underrepresentation of any group among college students or graduates points to a variance between aspirations and performance of any state committed to equal educational opportunity. States should strive to have underrepresented populations participating in higher education and proportionately represented in the system overall.

[2]Participation rates can be calculated for the state and for each institution by comparing a group's representation among college students with the same group's representation in the population from which the students were selected. States and institutions may find it useful to make the same comparison using a group's representation among recent high school graduates as the base. Graduation rates can be calculated by comparing a group's representation among a graduating class with the same group's representation among the students that produced the graduating class.

The success of an institution in retaining students is usually measured by cohort survival. While retention is not an end in itself, students cannot graduate unless they are retained. Cohort survival studies should be interpreted with caution in assessing achievement among students whose differences influence academic readiness. Racial and ethnic minorities are disproportionately underprepared and significantly more likely to follow nontraditional patterns of college attendance. For these students, ratio data may be more useful than cohort survival in assessing state or institutional progress toward comparable graduation rates.

Campus objectives should contribute to the attainment of statewide diversity goals. If it has not already done so, the statewide coordinating or governing board working with individual colleges and universities should adopt five-to-eight-year goals for diversity. These should be formally agreed to by the governor and the appropriate legislative leaders.

Campus assessment processes should take into account representation in and graduation from specific programs as well as overall participation and graduation rates. The institutional standard proposed in this document is completion of or graduation from an academic program. In assessing individual program performance, both quality and diversity should be considered. Program rigor is established by faculty members on each campus with attainment estimated by rates of student admission and transfer rates to baccalaureate programs, course grades, student performance on licensing exams, employer surveys, success rates of students who continue their education and other indicators suggested by accrediting associations and state evaluation programs. Low graduation rates and poor performance by graduates represent variances between state and campus aspirations and system performance.

Standards for state and campus practice are implicit in the questions that appear in the self-assessment guides in Sections II and III. Not all questions are relevant for all colleges and universities. Taken as a group, however, the questions provide a systematic and comprehensive view of policies and practices that contribute to improved quality and diversity. While states and campuses undoubtedly will tailor their uses for the self-assessment, campus and state assessment sections should incorporate the three-step process outlined below.

Step 1: Share information (obtained by answering questions in the self-assessment) about current practices or policies and the extent to which these practices or policies are embedded in the campus or state culture.

Step 2: Test the answers (perceptions) with a broader and appropriate campus or state constituency (other faculty, staff and students, or other state leaders) and determine the gap between current practice/policy and campus or state aspirations for building strategies for action.

Step 3: Use the data to inform campus or state planning processes.

Organizing the Assessment Process

Developing an Information Base. State leaders should answer the questions in Section II, "Assessing the State Policy Environment." A statewide task group should be convened to develop an information base (Step 1) from the answers to these questions. The group should include, as a minimum, representatives from (1) the statewide coordinating or governing boards and appropriate staff, (2) the campuses, (3) the legislature, and (4) the governor's office.

Campuses should answer questions in both Section II and Section III, "Assessing Campus Environments." Campuses may want to develop their information base (Step 1) by appointing a small steering committee to organize the self-assessment process, interpret the responses of the self-assessment and serve as the liaison to the appropriate institutional planning units.

Section II is designed for use by state officials in evaluating the policy environment they provide. It also is designed to be used by campus officials in encouraging a dialogue between campus and state leaders about the influences of state policy on institutional quality and diversity. Representatives of campuses participating in the self-assessment, along with representatives of the legislature, governor's office and coordinating or governing board, should form a study team and complete this section. [Note: Campuses may wish to complete the self-assessment without the involvement of state leaders. It is designed to be used either way.]

One approach at the campus level might involve appointing five task groups with responsibility for answering sections of "Assessing Campus Environments" as noted below. Knowledgeable faculty and staff leaders should develop concise answers to each of the questions as a vehicle for discussion about current practice and consensus about future directions.

Task Group 1:	Assessing the State Policy Environment
Task Group 2:	Administrative Commitment, Faculty Recruitment and Support, and Strategic Planning and Assessment
Task Group 3:	Admissions, Financial Aid, Transition Programs and School Outreach Programs
Task Group 4:	Campus Climate for Traditional and Non-Traditional Students

Task Group 5: Learning Assistance, Commitment to Student Success and Teaching Improvement

In addition to the people who have the information necessary to answer questions in each section, it also may be useful to involve representatives from key constituencies whose cooperation is essential to making the changes required to improve quality and diversity.

Validation and Assessment (for the state and campus self-assessment process). Step 2 includes validating the answers developed in Step 1 and determining the gap between what exists and what is needed. This provides state or campus leaders with a sense of how much consensus exists to support needed change. As a byproduct of this step, participants should enhance their level of understanding about current practice or policy significantly.

One way of validating answers and assessing consensus is to place the answers from the task groups in a survey format (see sample in Appendix B). Task group members then can be asked to answer two questions about each practice:

1. Does the answer accurately reflect campus (or state) practice/policy?

2. Does the practice/policy reflect what the campus (or state) should be doing in light of its goals?

Some alternatives to use of the survey format include department review, open forums and focus groups. However the validation and consensus-assessing process is organized, the results should provide state and campus planners with information about the gaps between current and needed practice as perceived by each of the constituencies whose cooperation is required to improve the campus or state environment.

Using the Data (for state and campus planning). Step 3 of the assessment process has been designed to inform both state and campus planning processes. It is most likely to achieve this objective if there is a timetable for developing responses that allows for completion of Step 2 in a sequence that coincides with the state or campus planning cycle.

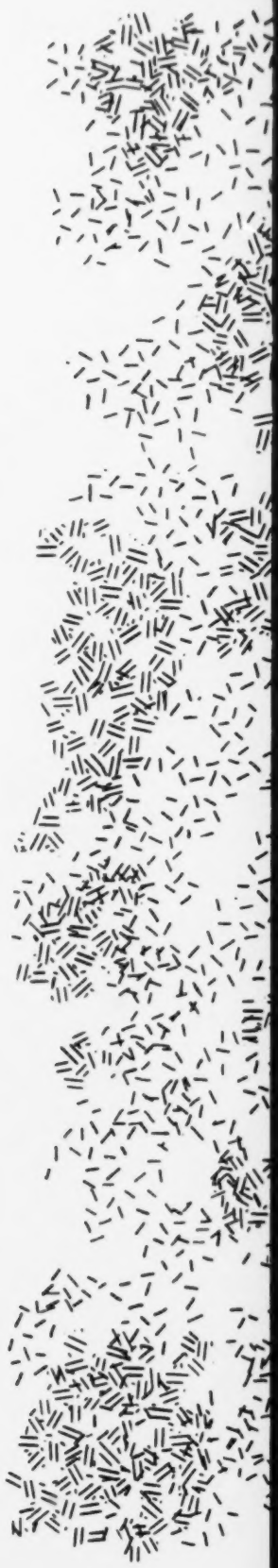
A summary of responses to task group answers, collected through the survey format, can provide campus and state planners with information appropriate for targeting special education efforts, especially to develop a better state- and campus-wide consensus about goals for quality and diversity (Step 3). Each state and campus should invent its own process

for planning and quality improvement. Information from the self-assessment should fit any process that incorporates a concern for quality and diversity. States and campuses should consider the improvement of undergraduate education and responding to student diversity as interrelated objectives within a single planning effort rather than as objectives to be pursued through separate planning efforts.

Space has been provided in Sections II and III for additional questions tailored to the unique circumstances of the user.

Sources of Additional Information

Appendix A lists publications that expand the discussion of the state role in creating a favorable climate for minority participation and achievement. Other recent publications that provide extensive discussions of campus concepts and interventions are included, too. Also listed are key ECS and Winthrop University staff to contact for technical assistance or advice.



II. ASSESSING THE STATE POLICY ENVIRONMENT

State leaders influence institutional strategies by setting priorities, providing incentives for special programs, planning strategically and maintaining a consistent policy focus over time and across actors (governor, legislature, statewide coordinating and governing board). Answering the following questions provides a comprehensive view of the strengths and weaknesses in the state policy environment for promoting quality and diversity in higher education.

The term "state leaders" refers to those individuals working at the state level with direct responsibility for the policy environment affecting higher education. It typically includes: statewide coordinating or governing boards and their staff, legislative leaders and their staff, and the governor and his/her staff.

Priority Setting

A state priority for improved student outcomes can be established in many ways. Public statements and actions from the governor and legislators, policy papers by state coordinating and governing boards, and legislative or court mandates all communicate to colleges and universities that improving higher education opportunities for all students has become a state priority.

Stage 1

1. In what ways have the state's goals for higher education for underrepresented groups been identified by the governor and legislative policy leaders?

2. How does the state coordinating/governing board provide leadership in helping institutions achieve optimal results with available resources? (Texas and South Carolina sponsor annual conferences on improving diversity outcomes in which colleges come together to share ideas and provide feedback on state leadership efforts.)

Stage 2

3. How does the diversity composition of coordinating/governing boards and their staffs compare to the state population?

Program Initiation

Special programs make up the second phase in the evolution of state policy. Initially, programs focus on increasing participation and are often developed through increased financial assistance to students or special incentive funds. States also may mandate the creation of special admissions criteria and fund developmental education programs. Later, states may create statewide school outreach and transition programs.

Stage 1

4. In what ways do state policies on college and university admissions address underrepresentation issues?
   (Many states authorize colleges and universities to waive admission requirements for 10% or 15% of an entering class. Unless such a policy includes additional funding for educational support, it can contribute to excessive dropout rates. Some states have found that consideration of high school class rank or other appropriate criteria can ameliorate the negative effects of admission standards on participation by underrepresented groups.)

5. Does the state provide need-based financial aid to offset the difference between federal Pell grants and the cost of attending public institutions of higher education?

6. Does the state offset tuition increases with proportional increases in need-based financial aid?

7. What incentives does the state provide to encourage campuses to improve participation rates among underrepresented populations?

Stage 2

8. Has the state established programs to identify and support promising high school students from underrepresented populations who would not otherwise qualify for admission? How are such students provided with counseling and academic support? What proportion of the schools are involved statewide?
   (California, Pennsylvania and New York are examples of states that do not rely exclusively on federal funding for opportunity programs. While typically not in the academic mainstream, these programs reach large numbers of students and contribute to improvement in participation and retention rates for underrepresented populations.)

9. What collaborative programs between K-12 and higher education does the state support to expand the pool of college-prepared students from underrepresented populations? What proportion of the schools are involved?

10. Does the state encourage colleges and universities to assess the basic skills of entering students and fund academic support for those who do not meet minimum standards?
    (New Jersey provides funding to both private and public two- and four-year colleges and universities to encourage each to admit and support underrepresented populations.)

Special programs initiated with incentive funding do not become part of the campus mainstream and may suffer when funding becomes tight. To change higher education institutions in more fundamental and long-term ways, states should adopt strategic planning processes and goals. When strategic planning occurs at the state, system and campus levels, all aspects of higher educational practice are affected.

Stage 1

11. What actions are being proposed or implemented by the governor, legislature or coordinating body to reduce reliance on student loans for low-income students?

Stage 2

12. Is there a state plan for improving participation and graduation rates for underrepresented populations?

13. What goals does the plan include for public colleges and universities?

14. Are responsibilities for achieving state quality and diversity goals clearly spelled out for each type of institution within the system? How are the individual institutions involved with state agencies and one another in developing goals and strategies for achieving quality and diversity? (Florida and California specify the desired distribution of students between two- and four-year colleges and use strong articulation policies to aid students in transferring.)

Stage 3

15. How does the state evaluate campus progress in achieving equity goals while maintaining appropriate standards?

16. How does the state ensure that the competencies of high school graduates match entering requirements for college courses in related fields?
(Tennessee and New Mexico have used the material produced by the College Board EQuality Project to articulate high school and college courses.)

17. How are courses that will transfer freely between two- and four-year colleges identified?
(California's course articulation numbering system assigns a supplemental number to courses that have been appropriately reviewed. The numbers appear in class schedules and catalogs.)

18. How does the state determine whether the higher education system (all colleges and universities in the state) is contributing effectively to state goals for an educated citizenry?
(South Carolina has developed 18 guidelines for institutional effectiveness. The guidelines address both quality and diversity from a variety of perspectives.)

Policy Consistency

Consistency in state policy separates states that have been able to produce long-term changes and improvement in colleges and universities from those which have not. Policy consistency has two dimensions. The first involves the degree to which the governor, legislature and state coordinating and governing boards all send the same message. The second is time. Policies must be in effect over several years to produce significant results.

Stage 2

19. What student performance data are four-year colleges expected to report to high schools and community colleges?

20. In what ways do state policies ensure underrepresented groups receive a fair share of merit-based financial aid or special scholarships?
(Texas uses a special set-aside; Tennessee scales the test score required for qualification so approximately the same proportions of white and black students qualify.)

21. How are transfer students with appropriate associate degrees assured of upper-division status and full credit for coursework taken?

22. How does the state monitor campus participation in and compliance with articulation policies?
(Florida has a process through which students may appeal adverse decisions during transfer.)

23. How does the state determine if students have the competencies necessary to succeed in advanced programs or careers?
(New Jersey, Florida, Texas and California have programs that assess the skill levels of all or some of the students earning a degree or moving into upper-division work.)

Stage 3

24. How are data on student participation and graduation reported to the general public? Are they used to evaluate campus leaders?
(Arizona requires annual reports from its universities on progress in improving participation and graduation rates for underrepresented populations. University presidents are held accountable for improving outcomes.)

25. What strategies has the state designed to recruit and prepare more faculty from underrepresented populations? To what extent are the strategies likely to increase the representation of minority faculty?
(New Jersey and New Mexico have programs that require African-American, Hispanic and Native American students to teach in a state institution in return for graduate support. The McKnight program in Florida provides support without the teaching requirement.)

26. In what ways does the state encourage colleges and universities to improve undergraduate teaching and learning?
(Both New Jersey and Virginia have used "challenge grants" to encourage colleges and universities to improve undergraduate instruction. New Jersey also has used assessment programs as a tool to improve undergraduate instruction.)

27. Do state funding practices reward institutions for student retention and graduation as well as total enrollments?
(Tennessee has a performance funding program that rewards institutions for progress in responding to state priorities.)

Additional Questions

28.

29.

30.

III. ASSESSING CAMPUS ENVIRONMENTS

Colleges and universities improve participation, retention and graduation rates by emphasizing specific strategies in the following areas: administrative commitment, faculty recruitment and support, strategic planning and assessment, admissions, financial aid, transition programs, school outreach programs, climate for traditional students, climate for non-traditional students, learning assistance, commitment to student success and teaching improvement. While the form taken by specific strategies may vary as a function of mission and selectivity, campuses must give attention to each category and to all three stages (see chart on page 5). Answering the following questions provides a comprehensive view of strengths and weaknesses in the institutional environment for student diversity.

Administrative Commitment

Administrative commitment is a prerequisite to campus change. In the absence of such commitment, institutions tend to remain reactive and emphasize strategies only in admissions, financial aid and targeted recruitment — often funded by outside grants. When the focus shifts from increasing participation to improving retention rates, the commitment of campus and state funds is usually required. Statements and actions emphasizing administrative commitment, the development of goals and action plans for student recruitment, and the presence of minorities as a visible and influential part of campus leadership all attest to a changing campus culture.

Stage 1

1. How does the participation and achievement of students from underrepresented populations relate to other campus priorities?

2. How effectively does your campus contribute to state goals for student participation and achievement?

Stage 2

3. How does the campus try to ensure that diverse candidates are included during initial screening for faculty and administrative positions?

4. What programs does your campus have for building cultural sensitivity among administrators, faculty, and support staff?

5. How do campus publications treat the contributions and achievements of students from underrepresented populations?

6. In what ways are recruiting, advancement and retention programs for students from underrepresented populations coordinated to ensure continuity and mutual support?

7. Do students from underrepresented populations qualify for a fair share of scholarships based on merit as well as for need-based financial aid? (Students can be stereotyped as "low-achieving" unless institutional policies communicate the message that high achievers can be found among all racial and ethnic groups.)

Stage 3

8. How has the percentage and level of administrators who are from underrepresented populations changed over time?

Faculty Recruitment and Support

Campuses that are serious about recruiting a diverse faculty compensate for difficulty in finding candidates by enhanced employment offers. They encourage departments to hire diverse candidates when they are available ("targets of opportunity"). To develop a larger pool, campuses also may support prospective candidates in doctoral or post-doctoral study.

Stage 2

9. Can departments hire a sought-after candidate even if there is no open line?
   (In many institutions, the vice president for academic affairs retains a number of faculty lines to award to departments to help them respond quickly to "targets of opportunity.")

10. What incentives does your institution offer desirable faculty candidates?
    (Some institutions provide enriched salary offers, pay moving expenses and support professional development for candidates from underrepresented populations in high demand fields.)

11. What does your campus do to help candidates from underrepresented populations find suitable housing and otherwise perceive the community as a place where they would "fit in"?
    (On some campuses, a minority association has assumed special responsibility for this aspect of recruiting.)

Stage 3

12. What is your campus doing to expand the pool of potential faculty from underrepresented populations?
    (Two of the more common options include "grow-your-own" programs that support promising graduate students who agree to teach after completing their degrees and targeted dissertation and postdoctoral fellowships.)

13. In what ways does your campus support the development of new faculty members, particularly those from underrepresented groups?
    (Some institutions provide untenured faculty members with mentors, research support and released time.)

Strategic Planning and Assessment

Campus planning is a key strategy for improving institutional quality and diversity. Effective planning requires data on institutional performance, including numbers of students recruited and enrolled, student attrition rates and factors affecting retention. As campuses begin to focus on improving graduation rates, attention shifts from enrollments and retention to measures of student achievement, including student learning outcomes and graduation rates. Strategic planning is used to direct campus decision making and the allocation of campus resources.

Stage 2

14. How do you deal with issues of quality and diversity in the strategic planning process?

15. What criteria have you established to assess progress on issues related to quality and diversity? Are they adequate?

16. In what ways does your campus assess the general education competencies of entering students? What use is made of the results?

Stage 3

17. In what ways does your campus assess general education competencies of upper-division students or graduates? What use is made of the results?

18. How does your campus demonstrate accountability for student learning?

19. How is resource allocation tied to strategic planning and assessment?

Admissions

Admission standards are one barrier to participation. As an initial response to underrepresentation, institutions often create special admissions categories or otherwise reduce, modify or eliminate admission standards for underrepresented students. The effect is to improve enrollment in the short term, but new students may be underprepared to meet the academic expectations of the institution.

Stage 1

20. What criteria and process does your institution use to admit students? (Some colleges and universities require only a specified GPA or class rank on the high school transcript.)

21. How does your campus ensure students from underrepresented populations are included in the admissions process?

22. In what ways are criteria for admissions communicated to the schools, prospective students and their parents?

23. During the admissions process, how are students who are uncertain about their choice of major helped with regard to academic advising?

Financial Aid

Lack of adequate financial resources are a second barrier to college attendance. Campuses concerned about reducing barriers to participation assist underprepared students in qualifying for financial aid or in learning of its availability. They take information about financial aid programs to high schools that enroll large numbers of underrepresented students and provide direct assistance in filling out forms.

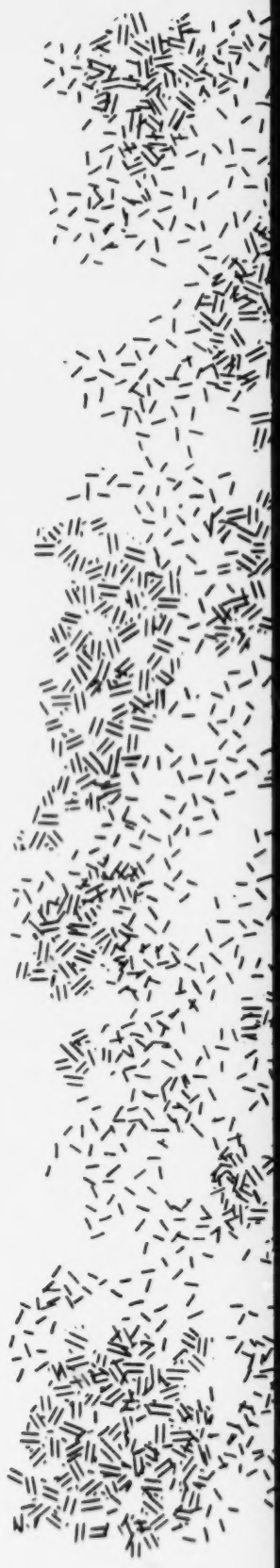
Stage 1

24. How do campus financial aid staff reach prospective students and their parents?

25. What assistance in filling out financial aid forms is offered to prospective, first-generation college students?

26. How do admissions and financial aid services cooperate in serving students and communicating with the public?

27. In what ways does your institution supplement state and federal aid for needy students from underrepresented populations?



Transition Programs

Transition programs typically include summer bridge programs (academic enrichment programs) and targeted advisement for first-generation college students. Underrepresented students may be advised into specific course sections. A special orientation program is also common. Transition programs are usually the first attempt by campuses to deal with attrition problems that result from successful efforts to increase enrollments from underrepresented or non-traditional student populations.

Stage 1

28. How do you use current students and alumni in recruiting efforts?

29. How does your campus help newly admitted first-generation college students make the transition from high school?
(Many campuses provide summer bridge programs.)

30. How do you help community college students from underrepresented populations transfer with minimum loss of credit?

31. How do you monitor the effectiveness of articulation policies and practices?

Stage 2

32. What campus efforts enroll promising students from underrepresented populations who would otherwise be ineligible to attend?
(Typically, such programs include some combination of outreach, counseling, financial support, special coursework and tutoring.)

School Outreach Programs

Outreach programs are designed to encourage more students to consider higher education. They are often a response to a perceived lack of student preparation. Outreach programs usually emphasize the need for college-bound students to become better prepared academically and socially for the college environment. They also may involve targeted financial aid.

Stage 2

33. In what ways have major academic units (e.g., math, science, engineering, health, education) identified, motivated and prepared prospective students from underrepresented populations?

34. In what ways does your campus reach out to or collaborate with junior highs and high schools enrolling high proportions of students from underrepresented populations:
    a. during the academic year?
    b. in the summer?

    (Outreach programs typically involve some combination of academic enrichment, tutoring, motivational activities such as role model presentations and campus visits, and career guidance.)

35. In what ways has your campus ensured that the competencies emphasized in high school courses prepare students for success in college?

Climate for Traditional Students

Campuses try to provide a comfortable climate for students from underrepresented populations who attend full-time immediately after high school. They do this by sponsoring high-visibility cultural activities and providing a variety of social activities and special residence-halls options. Courses reflecting diverse cultures also are available for students who wish to take them.

Stage 2

36. In what ways does your campus orientation program address issues of cultural sensitivity? Do most new students participate?

37. How does your campus address issues of cultural sensitivity for returning students? For faculty and administrators?

38. In what ways are student residence-hall assignments used to improve retention efforts?
(One urban university that reserves residence hall space for students who reside more than 25 miles from campus waives this requirement for students from underrepresented populations.)

39. What opportunities exist on your campus (space and programs) for students from underrepresented groups to gather?

40. What programs do campus social, cultural, and educational organizations have that reflect the international, multilingual and multicultural heritages of students?

41. What departments offer courses in minority cultures for students who wish to take them?

Climate for Non-Traditional Students

Older students and those attending part time need courses and services that take into account their need to balance job and family responsibilities with part-time college attendance. Campuses interested in attracting students from underrepresented populations emphasize outreach to community colleges and employers.

Stage 2

42. How do you help single parents cope with child-care responsibilities?

43. How does your campus outreach staff and faculty provide community college transfer students with accurate and timely advice about course planning, financial aid and transfer requirements?

44. What arrangements exist to provide students who follow non-traditional attendance patterns (e.g., part time, in the evenings, on weekends) with counseling, developmental coursework, tutoring, critical reading and library research skills, time management and study skills?

45. How do you recruit non-traditional students from underrepresented populations?
(Some campuses work with the personnel and training offices of major area employers.)

Stage 3

46. What opportunities do part-time, working students have to earn degrees without giving up their employment?
(Some institutions schedule classes so that degrees can be earned exclusively through evening attendance; others offer Saturday options.)

Learning Assistance

Campuses reducing barriers to participation and improving retention establish learning assistance centers or programs to provide tutoring and special instruction to underprepared students. Such students also may have the opportunity to enroll in special course sections with lower faculty/student ratios and special tutorial assistance.

Stage 2

47. What opportunities are there for students who need extra assistance (especially in fields such as math and English) to enroll in classes that provide extra hours of teaching and a smaller student/faculty ratio?

48. In what ways does the campus provide support for students who lack the academic competencies required for success in entry-level degree-credit courses (e.g., instruction in basic skills, academic advising and tutoring?)

49. In what ways do students receive assistance with reading, writing and math skills?

50. What help is available for students in study skills, note taking and preparing for tests?

Stage 3

51. In what ways are faculty involved in identifying and providing assistance to underprepared students?

52. How do you make academic support services available to <u>all</u> students who need them?

Commitment to Student Success

A commitment to success is reflected in assessment procedures that identify students at risk of failure so they can receive assistance and support. The commitment can be seen as well in campus priorities that emphasize graduation as much as participation and retention. The change in campus culture is affected by the participation of underrepresented students and faculty.

Stage 2

53. How does your campus identify and assist students in danger of failing?

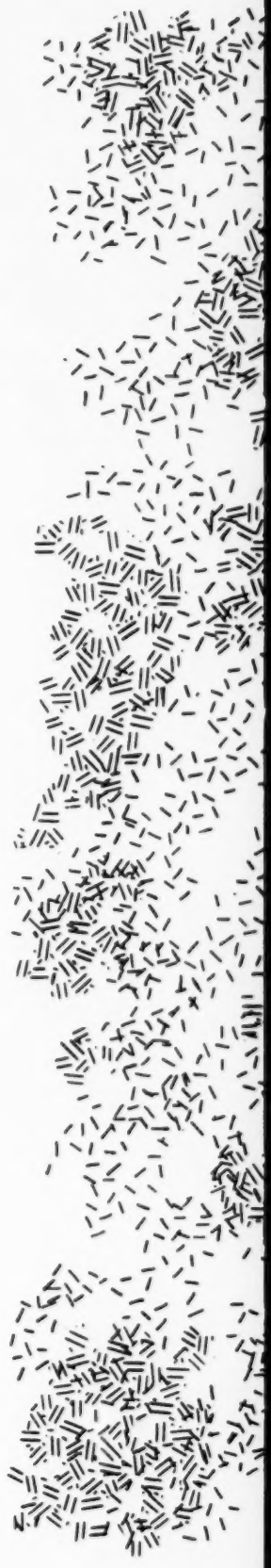
54. What steps are taken to ensure new students have immediate contact with the orientation and advising programs of their declared majors?

55. What are departments that offer prerequisite courses for admission to such majors as business and engineering doing to ensure that students from underrepresented populations are not screened out in disproportionate numbers?

Stage 3

56. What opportunities exist within courses and programs to promote student networking and mutual assistance (particularly for underrepresented groups)?

57. How do you help students from underrepresented populations graduate from the entire range of majors offered by your institution?



Teaching Improvement

To graduate more diverse students while maintaining or improving quality, campuses must improve learning environments. Strategies include: professional development for faculty and staff, teaching improvement programs, initiatives to redefine scholarship and reward faculty for contributions to student achievement, and processes to renew the curriculum.

Stage 3

58. What assistance does your campus provide to help faculty improve their teaching effectiveness with a more diverse student population? How well is it working?

59. How are faculty members encouraged to improve their teaching through use of such proven principles as teaching through problem solving and other forms of active learning, use of essay tests and other written assignments, and use of in-class activities and out-of-class assignments to encourage cooperative learning? How well is it working?

60. How do colleges and departments ensure that faculty provide students with written statements of course objectives, requirements, evaluation procedures and grading criteria at the beginning of a semester?

61. How does your definition of scholarship support faculty who are interested in using classroom research to improve teaching?

62. In what ways does your reward system encourage faculty to spend time with students outside of class in such activities as advising and mentoring?

63. How does your process of curriculum development and review encourage the inclusion of courses and content that reflect the diverse cultures of the people who live in your state and the nation?

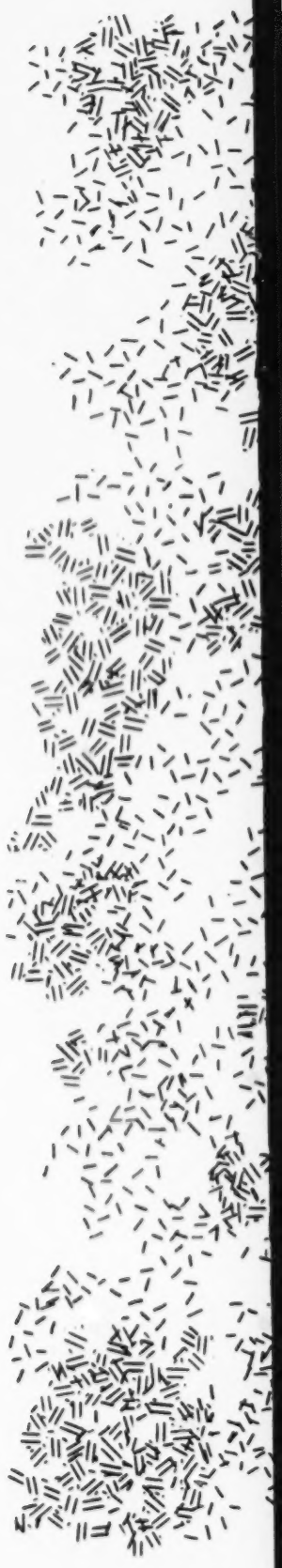
64. How do colleges and universities encourage faculty to solicit regular feedback from students about the effectiveness of their teaching practices?

Additional Questions

65.

66.

67.



APPENDIX A

Publications and Resources

For more information on the following publications, contact the ECS Distribution Center (303-299-3692).

Achieving Campus Diversity: Policies for Change by the National Task Force for Minority Achievement in Higher Education. Outlines what states and colleges and universities can do to improve minority student participation and success in higher education (MP-90-3) $7.50.

Promoting Fair College Outcomes: Learning from the Experiences of the Past Decade by Richard C. Richardson Jr. Provides state and institutional leaders with information about practices and policies used by colleges and universities with high or improved minority student success (MP-90-4) $5.00.

Serving More Diverse Students: A Contextual View by Richard C. Richardson Jr. Deals with quality and equity issues related to minority achievement in higher education (MP-89-1) $5.00.

Institutional Climate and Minority Achievement by Richard C. Richardson Jr. The environment that an institution provides for diversely prepared minority students is critical to helping them participate and graduate. This paper looks at methods for assessing outcomes, behaviors and management strategies, and suggests ways policy makers can use the results to help institutions respond to changing demographics (MP-89-2) $5.00.

The State Role in Promoting Equity by Richard C. Richardson Jr. Suggests specific strategies states can use to improve diversity in higher education (MP-90-1) $5.00.

Responding to Student Diversity: A Community College Perspective by Richard C. Richardson Jr. Addresses the challenges faced by community colleges and how organizational culture can help institutional leaders respond to student diversity (MP-90-2) $5.00.

Focus on Minorities: Synopsis of State Higher Education Initiatives by the State Higher Education Executive Officers. Summarizes state efforts to improve the participation and success of minorities in higher education (MP-87-1) $6.00.

Focus on Minorities: Trends in Higher Education Participation and Success by James R. Mingle. Reviews progress toward the full participation of minorities in higher education during the past three decades and looks at prospects for the future (MP-87-2) $12.00.

Recent publications providing extensive discussion of campus concepts and interventions include:

Minorities on Campus: A Handbook for Enhancing Diversity (American Council on Education, 1989), One Dupont Circle, NW, Suite 861, Washington, DC 20036.

Education That Works: An Action Plan for the Education of Minorities (Quality Education for Minorities Project, 1990), MIT Room 26-153, Cambridge, MA 02139.

A Difference of Degrees: State Initiatives to Improve Minority Student Achievement (State Higher Education Executive Officers, 1987), 707 17th Street, Suite 2700, Denver, CO 80202-3427.

Key contacts for technical assistance or advice on using *Improving State and Campus Environments for Quality and Diversity: A Self-Assessment* include:

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Reid Johnson, professor of psychology

APPENDIX B

Sample Survey Format

To what extent does this answer/response describe your current campus (or state) practice/policy as: (a) it is? (b) it should be in light of your goals?	0 <---------- 5 ----------> 10 does not describe — neutral — describes
36. In what ways does your campus orientation program address issues of cultural sensitivity? Do most new students participate? Issues of cultural sensitivity addressed through orientation program "valuing diversity," student development "celebrating diversity workshops" and residence-hall programs.	(a) Describes as it is | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (b) Describes as it should be | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
44. What arrangements exist to provide students who follow non-traditional attendance patterns (e.g., part time, in the evenings, on weekends) with counseling, developmental coursework, tutoring, critical reading and library research skills, time management and study skills? Students who follow non-traditional attendance patterns receive special counseling, time management and study skills seminars on Saturdays and evenings. Most other services only available during the day with the exception of some limited developmental studies classes.	(a) Describes as it is | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | (b) Describes as it should be | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

APPENDIX C

Members of the National Task Force for Minority Achievement in Higher Education (1990)

Chairperson:

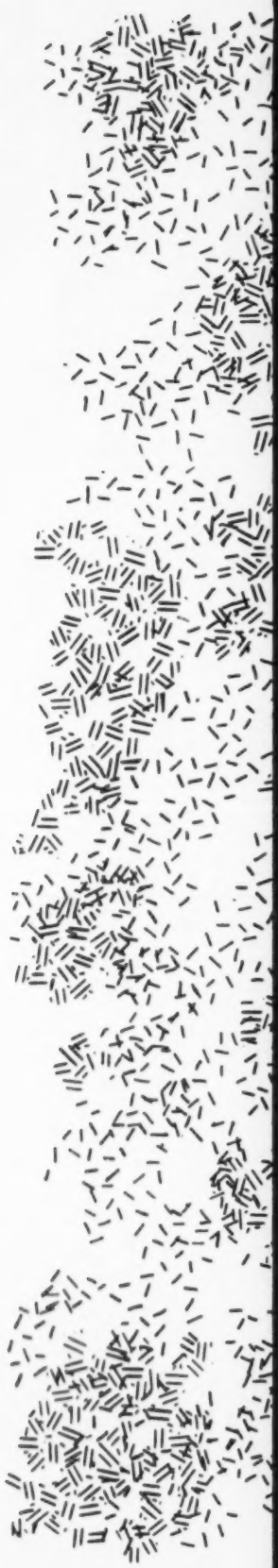
Garrey E. Carruthers, governor, New Mexico

Members:

J. Herman Blake, vice chancellor, Indiana University-Purdue University at Indianapolis
Patrick M. Callan, senior consultant, Education Commission of the States
Peter Cannon, president and chief executive officer, Conductus, Inc., California
Herbert L. Carter, executive vice chancellor, California State University
Betty Castor, commissioner of education, Florida Department of Education
W. Ray Cleere, commissioner of higher education, Board of Trustees of State Institutions of Higher Learning, Mississippi
Wilhelmina Ruth Delco, state representative, Texas
Alfredo G. de los Santos Jr., vice chancellor for educational development, Maricopa Community Colleges, Arizona
Enoch Kelly Haney, state senator, Oklahoma
Nira Hardon-Long, Long, Peterson & Horton, Washington, D.C.
Gene L. Hoffman, state representative, Illinois
T. Edward Hollander, professor, Graduate School of Management, Rutgers University, New Jersey
Franklyn G. Jenifer, president, Howard University, District of Columbia
Carolyn R. Mahoney, professor of mathematics, California State University-San Marcos
David Mertes, chancellor, California Community Colleges
Azie Taylor Morton, director, Resource Coordination, Reading Is Fundamental, Washington, DC
Ismael Ramirez-Soto, executive director, Council on Higher Education, Puerto Rico
Howard "Pete" Rawlings, state delegate, Maryland
Piedad F. Robertson, president, Bunker Hill Community College, Massachusetts
Ileana Ros-Lehtinen, U.S. congresswoman, Florida
Gilbert Sanchez, president, New Mexico Highlands University
Phillip Sirotkin, senior adviser, Western Interstate Commission for Higher Education, Colorado
Blenda J. Wilson, chancellor, University of Michigan-Dearborn

Senior Consultants:

Manuel J. Justiz, dean, College of Education, University of Texas at Austin
Richard C. Richardson Jr., associate director, National Center for Postsecondary Governance and Finance, Arizona State University



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